



**Democratic Values through Civic Education Program –
Russia**

**Quarterly Programmatic Report
April – June 2005**

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Submitted by Pact on behalf of
The Center for Civic Education and
The Civitas Foundation

I. Executive Summary

The major activity conducted this quarter was Project Citizen national show case or finals for All-Russian Action "*I am a Citizen of Russia.*" Projects from 64 out of 88 Russian regions were received by PC Organizing Committee. Those projects represented best work done by roughly about 150,000 Russian school students.

Twenty best projects were selected to participate in the national show case. 19 of those 20 teams with a total of 100 students came to Voronezh for the time period of June 23 through July 2. All projects were presented to students, teachers, administrators, education authorities from Voronezh Regional Education Dept. and from Federal Ministry of Education, our partners from the USAID.

After projects presentation student were involved in a "Megaproject." All students split into two big groups and developed two projects that were equally important for all places where they came from

A workshop was conducted for teachers who came for the national show case with students. And a big press-conference was conducted for press and TV.

Uchitelskaja Gazeta reported on all programmatic events and covered the program's progress in detail in its civic education supplement and on its own pages.

II. Background

The *Democratic Values through Civic Education* program is an 18-month project starting Nov. 1, 2004 and ending Apr. 30, 2006, linking civic education in the curriculum with community service as a co-curricular activity in Russia. This program aims to meet the overall goal of strengthening civic education in classrooms and civic engagement between schools and communities. The Civitas Foundation and its local partners, in conjunction with the Center for Civic Education and the American Federation of Teachers Educational Foundation, will implement this project.

The centerpiece of the project is the *I am a Citizen of Russia* program, created in 1999 by the Samara Center for Civic Education (Samara CCE), in collaboration with its Civitas@Russia partners. This program was designed as a community-based variation of the American public policy program, *Project Citizen*, developed by the Center for Civic Education. Over the granted 18-month period Civitas Foundation and Civitas@Russia partners will expand, deepen, and sustain *I am a Citizen* by: (a) strengthening our existing institutional capacity in our Moscow office; (b) developing offices for regional coordination in 12 selected regions where staff will be fully trained in school-community relations in general and in civic education and community service in particular; (c) beginning to build a resource bank of exemplary strategies, model programs, best practices, and scholarly literature in the fields of civic education and community service; and (d) developing curriculum materials enabling teachers to engage students in civic education and community service.

In addition Civitas Foundation and Civitas@Russia partners will design and begin to implement a national dissemination plan that increases the long-term capacity of the partners to disseminate resource bank information and follow-up press releases and news stories. Second, Civitas@Russia plans a special dissemination initiative to pre-service university programs responsible for the preparation of future generations of teachers. Third, C@R plans to increase public awareness nationally and in participating regions of the importance and achievements of major showcase events and ongoing programs in civic education and community service, including *I am a Citizen* competitions and its national showcase. Finally, C@R plans to inform policy leaders in the Federal Ministry and Duma and in targeted regional and city governments of our research findings and the policy actions suggested by those findings through scheduled meetings, reports, and press.

III. Key Results This Period

During the period of March through June 2005 the program *Democratic Values Through Civic Education* expanded its operations and the number of participants, and improved methods and logistics of school students' social project work to introduce positive changes in local communities in all 12 participating regions.

Seminars for program participants

Thirty-one seminars for 1,638 educators and NGO representatives were conducted in the regions during the reporting period. With parents' participation the total amount of participants reached almost 3,000. Seminars were conducted in 10 out of 12 participating regions (excluding Volgograd and Chelyabinsk oblasts). Seminar participants can be divided into 5 groups:

- 1) *Teachers of history, government and civics.* Since school students' social projects for the benefit of local communities in Russia have traditionally been viewed as a practical component of civic education, school projects are usually coordinated by teachers of theoretical civics courses. During the seminars, teachers directly involved in school social projects acquire the knowledge and skills required for designing and implementing them.

- 2) *School directors and deputy directors responsible for upbringing.* The six-year experience of social project work within the framework of *Project Citizen* shows that school projects' success is to a large extent contingent on active support by school management. That support can take various forms, including: financial support (funding purchases of materials for projects or payment of additional compensation to teachers who contribute extra hours while working on social projects with children); organizational support (coordinating efforts of various teachers; adjusting timetables for teachers and students involved in projects; making travel arrangements for teachers and students traveling to local and regional competitions; or sending letters to various organizations asking to assist students in their project work on behalf of school management); and moral support (encouragement of active project participants among students and teachers). Assistance in social project work coming from school management helps create favorable financial and organizational conditions for social project work and contributes to a good atmosphere in school, all of which in turn encourage successful development and implementation of social projects.

3) *Social workers and school psychologists.* Those are the professionals responsible for psychological support and for consulting students in Russian schools. During social project work they act as consultants who participate in student discussions of the social situation in local communities and causes of social problems, and who help identify socially vulnerable groups in need of assistance. School psychologists conduct trainings to develop group work and communication (including business communication) skills required for interaction with authorities and local communities.

4) *Extra-curricular teachers.* They work with students outside of the curriculum, both studying curricular subjects in-depth and doing work outside of the curriculum. Some of those subjects directly deal with students' social projects in which extra-curricular teachers can be very helpful. For example, teachers of journalism help students write articles on local community issues to school and local media, and conduct training seminars to develop interviewing skills; IT teachers consult children about computer presentation of projects and internet searching; and teachers of photo and video filming help students shoot their footage for projects. In addition, centers for extra-curricular education often provide equipment for social projects (like high-speed internet, digital cameras, etc., which schools might be lacking).

5) *Education administrators.* Education administration bodies are responsible for development of regional and local concepts of civic education which social project work is a part of. Education administration bodies develop guidelines for local and regional competitions of social projects and organize such competitions; they provide financial and logistical assistance to schools involved in social project work and, usually, they fund school team's travel to regional and national competition showcases of social projects; finally, their support often leads to support by state and local authorities. Therefore it is extremely important that education administrators have a clear understanding of goals and the concept of social project work, its role in development of civil society, and of ways in which such work could be supported and encouraged in schools and extra-curricular education institutions.

Seminar participants familiarized themselves with the concept of school social project work, with social project preparation techniques and methods (based on Project Citizen framework), with examples of successful social projects, and received training in problem-solving in social project work.

As a result of the seminars, teachers and administrators acquired a better understanding of the *Project Citizen* methodology, and of specifics of organizing district, city and regional competitions of projects.

The absolute majority of seminar evaluations by their participants were highly positive; participants noted the importance and value of the information received during seminars for involvement of students in problem-solving at the level of local communities. V.K. Minenko, teacher of the Yuzhno-Sakhalinsk school #18, said in a newspaper article (*Yuzhno-Sakhalinskoye Segodnya* #20, 2005): "The Manual, video and CD contributed by the Samara Center for Civic Education helped turn the seminar into an excellent training setting to practice the main stages of social project work with teenagers. As a result, teachers were able to enthusiastically transmit the knowledge acquired at seminars to their students. And in a very short time our high school students presented two projects. It was the first competition of social projects in our school!" "I

received enough instruction materials and now I can clearly see how one should go about a social project,” wrote teacher of the Krasnodar school #14 in her evaluation form. Another participant in the Sakhalin seminar, teacher of the Tikhvin school, M.G. Arsenyeva, said in an interview to *Express* newspaper: “If we ourselves master those techniques and raise a socially involved generation of young people, the mechanisms of our government might become much more effective.” In a letter of thanks to organizers of the seminar in the Baturlin district, Voronezh oblast, head of the district Education Department, V.N. Mescheryakova noted that they “gave a boost to teachers’ creativity and opened up new prospects for development of children’s collectives and of each child individually. We believe such seminars help refresh pedagogic thought and contribute to raising the future generation as responsible citizens and patriots.”

School projects and competitions of Project Citizen

Seminars conducted during the second quarter were of particular importance as that was the period when local and regional competitions of *Project Citizen* were held and when best projects were selected for the fifth national showcase for *I am a Citizen of Russia*.

Training seminars for educators lay a foundation for successful preparation of a large number of social projects in all of the regions and attracted significant public attention. Regional competitions of *Project Citizen* social projects were conducted in all participating regions. In 8 regions (Penza, Volgograd, Tomsk, Ulyanovsk, Kalmykia, Astrakhan, Sakhalin, and Voronezh), final evaluation of projects was made during regional showcase events where school teams presented projects in front of jury members. In 4 regions (Altay kray, Chelyabinsk, Vologda, and Krasnodar) regional competitions were not showcased; instead, jury members evaluated project portfolios and named winners in their absence. The latter format was necessitated mostly by geographic factors and travel difficulties for participants from distant parts of a region, especially in larger or mountainous regions.

By June 30 the total number of projects prepared from the beginning of grant in participating regions reached 750 (tentative number reflecting insignificant discrepancies in regional reports, see survey summary in Appendix I).

School social projects presented at district, city and regional competitions were directed at making positive changes in the lives of local communities. The projects could be grouped by topic as follows (the number in parenthesis represents the % of projects only in the 167 projects sent for the final selection process):

1. Projects aimed at improvement of everyday living conditions in their areas – 30% (25%);
2. Projects aimed at improvement of moral climate in communities, change of values and attitudes 30% (39%);
3. Projects to provide assistance to certain groups of people in need of help 20% (19%);
4. Projects aimed at protection of communities from harmful impact (bad ecology, drug use, addictions, etc.). – 15% (14%)
5. Other projects – 5% (3%)

In view of the celebration of the 60th anniversary of the victory in World War II, a large number of projects were targeted at commemoration or providing support to veterans (part of topic number two).

The project *Watch Out for Cars* (Erudit Lyceum, Rubtsovsk, Altay kray) was one of the projects that aspired to improve everyday living conditions in a community. Participants in the project were successful in having traffic lanes marked and traffic signs installed around the lyceum. The aim of the project *Let's Make the World We've Inherited Better*, which was prepared by students of the Volgograd Gymnasium #4, was to improve the moral climate in their community. The students collected memories of veterans of the 92nd sharp-shooting detachment and created a war hero portrait gallery which was opened in a ceremony on April 27, 2005.

The goal of the project *Warming Your Hearts* designed and implemented by students of the Aleksandrov-Sakhalin vocational school #10 was to help veterans. The students visited a nursing home in the village of Mikhailovka, Sakhalin oblast, and designed a project to support senior citizens living there. The students visit the home twice a week providing assistance, shoveling snow, staging concerts, and helping veterans write letters to their families on the mainland.

The ecological project *School Students Protect the Nature* (organized by a team from the Porosino secondary school, Tomsk oblast) resulted in saving a unique cedar forest in their village from extinction. The students managed to get the District Duma to award the forest a status of a "natural preserve of local significance."

In the majority of regions, social project competitions attracted significant attention of state authorities, local governments, public organizations, and mass media. In all 12 regions, the competitions were organized by regional education authorities (education ministries, and oblast and kray education departments and administrations). Regional competitions were judged by juries comprised of representatives of state authorities and local governments, college and university professors, scholars, activists of public organizations and business people. Comments made by social project participants, local and regional jury members of *Project Citizen*, and publications in the mass media testify to a warm reception of the project by all representatives of local communities who were in some way involved in social projects.

"We returned from the competition with a lot of positive impressions, good memories and, most importantly, feeling proud for our work," said students of the Tuzuklei secondary school, Kamyzyak district, Astrakhan oblast, in their article published in the district newspaper, *Mayak Delya* #6, 2005. They also wrote: "We feel grown up and we have learned a lot of useful things. We would like the project to continue." Student of the school #18 of Sinegorsk, Sakhalin oblast, Oksana Kravchenko, wrote of her and her peers' participation in *I am a Citizen of Russia*: "*Project Citizen* gives its participants a chance to contribute to development and betterment of their country, and to improvement of life in their town, village or school... It has become evident to us that social projects are an exciting thing, and that they help teenagers to see the big and the important in the small, and to perceive themselves as citizens of Russia. Having acquired the skill of problem-solving at school, we will have an easier time dealing with difficulties afterwards" (Newspaper for the youth *Ostrov Sokrovisch* #7, 2005).

Chief specialist of the Education Department of the Ilovinsky district, Volgograd oblast, I.I. Naumova, said in an interview to *Donskoi Vestnik*: "We see real achievements even at early stages of project work! In addition, children improve their self-esteem, develop a positive

attitude towards work and group-working skills. They learn to solve various problems. We believe that it is a priceless experience for them” (*Donskoi Vestnik* #3, 2005). “We believe the competition is of huge importance and plays an extremely significant part in education of young citizens. We wish the project further development and we would love to participate in the next competition,” said a group of teachers from the school #24 of Shkurinskaya village, Suschevsky district, Volgograd oblast, in their evaluation forms (the teachers helped their students with the project *Great-grandchildren of the Victory*).

“I was invited to participate in the jury of the social projects competition, and working there I’ve come to appreciate the importance of that work. Now I am a supporter of social projects. We have asked all school project authors to participate in the upcoming first oblast auction of civic projects. I am convinced they will be supported by the community,” said President of the Foundation for Support of Civic Initiatives, V.V. Dobrovolsky, at the round table on citizenship upbringing I Vologda on April 26, 2005.

Meetings, discussions, and round tables

During the second quarter of 2005, participants in the program *Democratic Values Through Civic Education* conducted 125 meetings, discussions, and round tables with a total of 4,583 participants.

Meetings and discussions were devoted to various aspects of introducing *Project Citizen* in schools of various regions, to organization and conducting of regional competitions of social projects within the framework of *Project Citizen*, and to selection of best projects for the 5th national showcase of *I am a Citizen of Russia*.

Discussions and round tables were attended by regional project coordinators, regional trainers of *Project Citizen*, officials from regional and municipal education administration bodies, school managers, teachers coordinating school social projects, students involved in social projects, representatives of public organizations, state authorities, local governments, and business people.

The main tasks of meetings and round tables were as follows:

- Discussion of practical measures to provide logistical and methodological support to school teams working on social projects;
- Analysis of problems faced by participants in *Project Citizen* and proposing solutions;
- Attracting public attention to *Democratic Values Through Civic Education* program and to social contribution made by its participants;
- Development of measures to amass support for the project from government bodies, public organizations and business community.

Meetings and round tables resulted in: development of practical recommendations for social project work that were distributed among participants in *Project Citizen*; preparation of guidelines for local and regional social project competitions; development of plans for social project work in the regions; logistical and financial support provided to school social projects by authorities, public organizations local communities and business circles; and increased public attention to students’ social activities.

For example, a round table devoted to results of the oblast action *I am a Citizen of Russia* was held in Vologda on April 26, 2005. There were 37 participants, including: chair of the Oblast Election Commission, L.I. Antonova; chair of the oblast branch of the Russian Children's Foundation, M.I. Kukushkina; deputy head of the Vologda Oblast Education Department, V.A. Karionov; rector of the Institute for Advanced Education of Teachers, V.V. Sudakov; chair of the Oblast Trade Union of Teachers, O.A. Dimoni; chair of the Vologda Oblast Public Chamber, A.F. Ushakov; as well as college and university professors, teachers, government officials, journalists, and business people. All speakers noted the significance of community-targeted social project work at schools for development of civil society, praised the role of *Democratic Values Through Civic Education* program in development of civic education and upbringing in the Vologda oblast, and pledged their support of social projects in the region. The round table participants resolved to send a letter to Vologda oblast Governor, V.E. Pozgalev, asking for his support of social project work and of the action *I am a Citizen of Russia* in Vologda oblast, and for appointment of representatives of the Oblast Administration to the regional organizing committee of the action.

In Sakhalin oblast, *Project Citizen* participants met with a deputy of the Poronai District Assembly, Ten Ber Ku, who followed up by sending a letter to his fellow deputies requesting their support of student's social project work. He wrote: "Preparation of projects requires from teenagers an ability to plan and prepare budgets. They have to be able to set a goal and tasks, and to solve problems. Identifying an issue and proposing solutions teaches them to think constructively. Presentation of projects develops their logical thinking and ability to react and adjust. During practical project work, teenagers learn to use finances and resources rationally and acquire experience of communication with various social strata (like government or business). Implementation of projects strengthens teenagers' positive constructive thinking, responsibility and self-reliance. While engaging in socially significant work, they acquire a feeling of self-worth and faith in positive social changes. They develop a sense of citizenship which evolves into patriotism. I believe that social project work is the most effective and up-to-date tool for raising active citizens."

A series of meetings with representatives of the municipal government and public organizations of the Poronai district, Sakhalin oblast, resulted in active participation of District Assembly deputies in preparation to and conducting of a district competition of school social projects (deputies V.A. Ten and L.M. Chernova worked in the jury). In addition, the Union of Entrepreneurs provided prizes for winners, and its members also participated in the jury.

Mass media coverage of project activities

The projects prepared and implemented by school students in 12 Russian regions received wide public attention and mass media interest. During the second quarter of the year 2005, the work of participants in the program *Democratic Values Through Civic Education* was covered in 50 newspaper articles, 15 TV and radio programs with the potential audience of over 7 million people. All of the features acknowledged the importance and usefulness of involving the young generation in resolution of local community issues, and the work of project participants received high evaluation from journalists:

- “Social projects give school students an opportunity to compare general knowledge received in the classroom to real life... Applications of social projects are not limited in time or location” (*Express* #12, 2005).
- The newspaper *Volgogradskaya Pravda* described cooperation between authorities and students involved in *Project Citizen* as follows: “Such interactions between school students and high-ranking officials is still very rare, even though it is highly important to the officials themselves, not to mention young citizens... And it is good to see some of them already responsibly participating in resolution of common problems” (*Volgogradskaya Pravda* #29, 2005).
- *Elistinskaya Panorama* published an article on the regional competition of social projects which said: “The competition showed the youth’s interest in a number of problems concerning their school, city and district. Students today are not only capable of identifying a problem, but also of successfully negotiating its resolution with government of different levels.”
- The newspaper *Probuzhdenye* (Tomsk) characterized participants in school social projects as follows: “They represent a new generation of Russians which will not have to painstakingly adjust to market relations and to new rules of the game in order to achieve their life goals. They learn to handle new opportunities while showing us, adults, how to reach one’s goals in the current conditions (*Probuzhdenye* #6, 2005).

Video materials development

Samara Center has developed a new 30-min video that tells about best practices in *Project Citizen*. That video covers the history of PC from the very beginning until last year, and is accompanied by a PC manual. This video will become a powerful teaching tool for teachers and students. It’s first showing and initial distribution was to all of the guests and participants at the fifth national showcase.

Fifth national showcase for I am a Citizen of Russia

All participating regions took part in the fifth national showcase for *I am a Citizen of Russia* that was held in the youth camp Kirovets near Voronezh. *Project Citizen* projects selected for the showcase were of very high level of quality which is shown by the fact that out of 20 teams selected for the showcase, 8 were from the regions participating in *Democratic Values Through Civic Education* program while the total number of regions that had their projects evaluated for participation in the showcase was 64. Of 6 best projects in the showcase, 4 were prepared in regions participating in *Democratic Values Through Civic Education*. About 170 people including about 100 students took part in the show case.

Over 1,500 school teams from 64 regions of the Russian Federation presented their projects for evaluation. The national jury received 167 projects of which 20 best projects were selected for the showcase, which was held on June 23 – July 2, 2005, in Voronezh.

Regional coordinators of *Democratic Values Through Civic Education* program were invited to the 5th national showcase. Thus, they received a unique opportunity to see the best projects prepared in various regions and to witness the showcase, as well as to meet teachers who coordinated the work on the best projects. During meetings, representatives of the Samara Regional Center for Civic Education spoke about the main tendencies in development of social

project work in Russian schools, gave a detailed review of the criteria used for selection of teams for participation in the national showcase, and presented new printed and video materials on social projects. Regional coordinators of *Democratic Values Through Civic Education* program discussed implementation of the program in their regions, shared their experience of cooperation with local governments, public organizations and mass media for promotion of the program, and reviewed problems that arose during implementation of the program and proposed solutions. Teachers, coordinators of school projects selected for the showcase, shared their experience of their work with students on *Project Citizen*, in particular, the factors that contributed to their projects' success.

The exchange between specialists of the Samara Regional Center for Civic Education, regional coordinators of *Democratic Values Through Civic Education* program, and teachers working on specific projects with their students was conducive to professional enrichment of all involved. A press conference entitled *Tendencies and Prospects of National Showcases "I am a Citizen of Russia"* was given on June 28, 2005. Participants in the press conference were: deputy head of the Youth Department of the Federal Education Agency, deputy chair of the showcase's organizing committee, I.I. Melnichenko; deputy head of the Department for State Youth Policy, Upbringing and Social Protection of the Russian Ministry of Education and Science, V.A. Berezina; chief specialist of the Upbringing and Sports Department of the Federal Education Agency's Youth Department, executive secretary of the showcase, I.V. Kalish; deputy chief editor of *Utchitelskaya Gazeta (Teachers' Newspaper)*, I.G. Dimova; Civitas@Russia director, E.M. Belyakov; head of the Samara Regional Center for Civic Education, V.P. Pakhomov, Chris Brown, Director, Office of Democratic initiatives, two USAID interns; and regional coordinators of the program *Democratic Values Through Civic Education*, teachers who coordinated school teams participating in the national showcase, as well as journalists of national and regional media.

I.I. Melnichenko spoke of federal ear-marked programs for civic education and upbringing; V.A. Berezina covered principal tendencies in federal civic education and upbringing policy; I.V. Kalish talked about organizational issues and the future of *I am a Citizen of Russia*; V.P. Pakhomov spoke about ways of introducing social project work to schools; I.G. Dimova informed the audience of the showcase coverage in *Utchitelskaya Gazeta* and its supplement, *Grazhdanovedenie (Civic Education)* and gave a number of recommendations on interaction between regional coordinators of *Democratic Values Through Civic Education*, teachers involved in project work with students, and the mass media; E.M. Belyakov briefed participants on the work of Civitas@Russia Foundation as well as on programs in civic education and upbringing that the Foundation supports. Journalists and teachers asked questions regarding the prospects for the national showcase *I am a Citizen of Russia*, and issues related to civic education and upbringing in the Russian Federation.

On June 25, a monument to Voronezh victims of 20th century wars was opened in a ceremony at the children's camp Kirovets. The ceremony was attended by representatives of the Voronezh Oblast Administration, veterans, and participants in the showcase of *I am a Citizen of Russia*. The event was of particular significance for many showcase participants as many of this years' project were devoted to the memory those who brought about the victory in World War II.

On June 25 and 26 social projects selected for participation in the showcase were presented. They were evaluated by three independent juries. The first of those was the official jury which included members of the showcase's organizing committee: chief specialist of the Upbringing and Sports Department of the Federal Education Agency's Youth Department, executive secretary of the showcase, I.V. Kalish; head of the Samara Regional center for Civic Education, V.P. Pakhomov; Civitas@Russia director, E.M. Belyakov; deputy chief editor of *Utchitelskaya Gazeta (Teachers' Newspaper)*, I.G. Dimova; first vice president of the Inter-Regional Association For Civic Education, head of the Comparative Pedagogics Department of the Russian Academy of Education, N.M. Voskresenskaya; deputy head of the Youth Department of the Federal Education Agency, deputy chair of the showcase's organizing committee, I.I. Melnichenko; and deputy head of the Department for State Youth Policy, Upbringing and Social Protection of the Russian Ministry of Education and Science, deputy chair of the showcase's organizing committee, V.A. Berezina. The second jury included regional coordinators of the program *Democratic Values Through Civic Education*, and the third jury was composed of school students from participating teams.

The official jury of the fifth national showcase for *I am a Citizen of Russia* selected the six best projects across all areas of school project work, and in each of them participants managed not only to attract public and government's attention to problems in question, but made local governments change or adopt policies to solve the existing problems. They also volunteered their time and effort to practically fully implement their problem solution plan. The six best projects were:

- *The Light Of Motherland's Birch-Trees* was prepared by pupils of the Social Rehabilitation Center for the Young "Rostok", Ivanovo oblast. Project participants made a "live monument" of a birch-tree alley to commemorate veterans of World War II from Gavriilov Posad. Students also collected materials about the veterans' participation in combat and updated the list of veterans living in their town.
- Members of the Penza school #63 team, who developed the project *The Right to Joy*, successfully lobbied a resolution on providing transportation for children with disabilities and helped organize hippotherapy (therapeutic horseback riding), as well as assisted in building exercise equipment that helps children with disabilities develop fine motor skills.
- The project *School Students Protect the Nature* by the team of Porosino school, Tomsk oblast, was directed at preservation of a cedar forest and resulted in its being awarded the status of a natural preserve and in issuance of a local government's resolution forbidding construction within its limits.
- Memorializing prisoners of a concentration camp which was located in the Kantemirovsky district, Voronezh oblast, during Nazi occupation, was undertaken in the project *Descendants' Memory* prepared by students of the Kantemirovsky Lyceum.
- The team of the project *Watch Out for Cars!* from the *Erudit Lyceum* of Rubtsovsk, Altai kray, managed to have traffic lanes marked and road signs installed around the lyceum, which resulted in a decreased number of accidents and in improvement of traffic safety.
- Students of the Pisarevo secondary school, who worked on the project *Clean Bus Stop is the Face of Our Village*, campaigned in the village for a cleaner environment, and in negotiations with local authorities were able to make them repair and renovate a bus stop in their community. They participated in that work as volunteers and now keep that bus stop clean.

On June 29 and 30, participants in the showcase were working on nation-wide mega-projects, i.e., projects around problems concerning, in effect, every local community in Russia. Children from various regions were teamed together into two groups which designed two nation-wide mega-projects that were presented to participants and guests on July 1.

The project *Wild Undergrowth*, which was prepared by students from the Chuvashia, Altay, and Kalmykia republics, Altay kray, and Voronezh, Samara, Bryansk, Moscow and Rostov oblasts, was devoted to the extremely urgent topic of street children. Members of the mega-project team conducted a sociological survey on the topic among project participants, children's camp staff and teachers, studied laws on that issue, analyzed mass media materials (*Argumenty I Fauty*, *Rossiskaya Gazeta*, *Utchitelskaya Gazeta*, and *Komsomolskaya Pravda*), and interviewed specialists (deputy head of the Department for State Youth Policy, Upbringing and Social Protection of the Russian Ministry of Education and Science, V.A. Berezina; deputy head of the Youth Department of the Federal Education Agency, I.I. Melnichenko; head of the Family, Mother and Child Department of the Voronezh Administration's Social Committee, L.A. Rukina; member of the Voronezh oblast Public Chamber, A.N. Kovalev; director of the Center for Civic and Patriotic Upbringing of the Voronezh oblast, G.N. Roslyakova; and *Komsomolskaya Pravda* correspondent in Voronezh oblast, A.I. Marochkin. Project participants proposed the following measures that could help solve the problem of street children for implementation at the federal and regional, and within the education system.

At the federal level:

- To propose that the Russian government ban demonstrations of violence in TV shows and movies.
- To send a letter to President Putin suggesting an encouragement of the government's efforts directed at improvement of living conditions in Russia.

At the regional level:

- To provide comprehensive support to developing youth movements and organizations.
- To allocate 10% of air time on regional TV and radio stations to programs on civic, patriotic and social topics.
- To create "social commercials."
- To lobby local governments for provision of free meals at schools.
- To return to the practice of "adoption" of educational institutions by enterprises and companies.
- To establish hot-lines for psychological assistance in the regions.

Within the general education system:

- To improve psychological support systems for the children.
- To resume teaching courses in ethics and family psychology.
- To research family history through *My Ancestors* program.

Within the extra-curricular education system:

- To develop individual mentoring as part of the volunteer movement.
- To conduct an annual campaign *Children Help Children*.

- Project participants wrote an address to President Putin and State Duma deputies asking to boost legislative work in the area of family and children.

The project *What Does a Train Leave Behind?* was designed by students from the cities of Moscow and Saint Petersburg, and from Vladimir, Volgograd, Chelyabinsk, Ivanovo, Penza, Tomsk, and Sakhalin oblasts. The purpose of the project was to attract attention of the Railway Ministry, the Russian Railroads company, regional governments, and general public to the problem of ecology in the territories surrounding Russian railways. Participants performed a sociological survey, analyzed the situation and identified sources of railroad-related pollution: ecological catastrophes, natural factors, and – most significantly – unauthorized waste dumping by inhabitants of neighboring settlements, passengers and train attendants.

Project participants studied documents and analyzed materials published in the mass media (*Argumenty I Fauty*, *Rossiiskaya Gazeta*, *Komsomolskaya Pravda*, *Gudok*, and *Vpered*) and on the web sites of the Railway Ministry and the company *Russian Railroads*.

In order to get an understanding of the ecological situation around railroads, the project team met with the experts: head of the Land Resources and Waste Department of the Voronezh Oblast Federal Service for Ecological, Technological and Atomic Surveillance, N.V. Kaverina; head of the Voronezh Administration for Local Transportation of the Southeastern Railroad, V.V. Nikolichuk; assistant to Voronezh City Duma deputy, P.S. Nifontov; chair of the Education Committee of the Voronezh Oblast Public Chamber, O.A. Karmavtseva; head of the Voronezh Administration Press Service, D.N. Pimonov; and *Komsomolskaya Pravda* correspondent in Voronezh, A.I. Marochkin.

The project team members went to the Voronezh railroad station where they met with the officer in charge, V.A. Yachmenev. They also conducted a telephone interview with head of the Nature Preservation Department of the Southeastern Railroad Administration, A.K. Mazinin.

The project resulted in the following:

- Preparation of an address to the Administration of the Russian Railroads company.
- Development of a notice for passengers as an attachment to tickets.
- Drafting a script for a radio show *Travel Notes*.
- A competition of social advertisement ideas.
- An article for the mass media addressing Russian citizens and officials of various levels: “Dear Russian citizens! The ecology of areas around railroads completely depends on each of us. Think about the future of your country. Do not dispose of waste near railroads. Dear officials of all levels! It is in your power to provide places around railroads with enough container spaces and to prevent formation of unauthorized dumps. Remember that railroads are the face of Russia!”

The work on the nation-wide mega-projects helped children of different ethnic backgrounds become closer and realize not just the common nature of problems facing local communities across Russia, but also the significance of civic unity for promotion of democratic values. Results of the fifth national showcase for *I am a Citizen of Russia* clearly demonstrate the interest in social project work of teachers and students from all over the country, and their sincere desire to contribute to resolution of urgent social problems.

Survey of Regional Coordinators

Regional coordinators were surveyed by MAGI Services, an independent evaluation team, and the resulting report was especially encouraging regarding the progress and impact of the project. The full results are available in Appendix I, but the data collected from the survey suggest that nearly all of the regions (83-91%) are indicating progress to a moderate or great extent in key areas such as:

- Increased family and community member involvement in student activities
- Garnering positive publicity for Project Citizen activities
- Greater understanding/support of civic responsibilities and participation on the part of the community
- Increased sharing of best practices for civic education teaching amongst teachers
- Increased use of active teaching methods on the part of teachers involved in the program
- Greater understanding and expression of different views and perspectives on the part of students
- The development and implementation of proactive strategies to address public policy concerns on the part of students
- Increased time spent by students in service or volunteer activities

Press coverage

Throughout this period, project activities were covered by *Utchitelskaya Gazetta* (UG) and its Civic Education Supplement. A total of 7 double-page spreads and 25 shorter articles were published.

In issue number 14 on April 7, 2005 seven items were published, including:

- A double-page spread of the “*I am a Citizen of Russia*” column. This was a big interview with Irina Kalish, a chief expert of the Russian Ministry of education and science and executive secretary of the “*I am a Citizen of Russia*” event. The interview was titled “On the Way to Responsible and Successful Life.” Mrs. Kalish detailed the 4th event, held last year, and the traditions established in its course. According to her, children established solid relations with governmental agencies, new regions and schools were admitted to the project and the topics became more and more interesting.
- The article, entitled “And the Saved World Remembers...” tells about a contest of social projects in the Samara region, timed to the 60th anniversary of V-day. The topics were all related to historical remembrance. Children immediately sought problems in their community and ways to solve them. For instance, students of a school in Borsk decided to restore an obelisk and to improve the space around it. Students of a school in Troitzk decided to build an alley of trees to commemorate local people, killed during WWII.
- The Expert Opinion column published letters on best practices. Nickolai Obdirshikov, a teacher of civics from Togliatti, tells that students from his school worked on a project, called “The Police that Russia Needs.” In the process they expressed several valuable comments, including a proposal to install a hot line in the Police department, to introduce the basics of the legal system in high school, and to increase punishment for felonies. The last proposal was submitted to the State Duma.

- The “Presentation of a Project” column published a small article, entitled “AIST Spreads its Wings,” disclosing the problem of street teens. This problem is being solved by their peers who volunteered to create a Salvation Army

Issue number 16 on April 21, 2005, focused on the South-Sakhalin region. Tatiana Vaganova, the program coordinator for that region, and her coaches discussed the seminars held this year in the region, as well as preparation for the regional contest and the contest itself. Four items were published, including:

- The article entitled, “To Think and to Live a New Way,” discussed a seminar, held in Sinegorsk, in which its participants studied all the stages of project development.
- The Regional Contest column published an article, entitled “Final Means a Start,” which reported on the regional finals of a contest that was held in the South-Sakhalinsk region. There, 18 projects, submitted by 12 regions competed. All the projects were dedicated to problems that people themselves can solve but which they didn’t envision and take on until the children prompted them to.
- The “Remote Places in Russia, but Not Forgotten” article published letters on a series of seminars, held in Yuzhno-Sakhalinsk from December of last year when a new program was launched. Despite all the difficulties, climatic and geographical (the region is situated on 59 islands, a flu epidemic was registered), the region managed to hold seminars both in its central area and in the remote places, too.
- The “School and Society” column contained an article, titled “Environmental Bus.” It reported on the project contest which was held this year. The topics included: the environment on the island, helping war veterans, studying the history of the country and school, and improving students’ health. The contest winners had spent 2 years on developing their Environmental Bus project, which saw them traveling around 13 regions on a bus and holding environmental events in 15 settlements.

Issue number 18 on May 5, 2005 published 3 articles:

- The first, a large article, titled “A Live Thread, Connecting Generations” reported on the projects that were submitted for the finals of the regional contest. Most of the projects are covered in great detail. In particular, students of Lyceum No 6 developed a project called “Child Contribution to Democracy,” which created a children reconciliation service.
- The “To Feel Involved” article reported on a seminar in Mikhailovka, a new experience for many teachers there.
- The article entitled, “If Done with an Open Heart” analyzed achievements in the social projects in Astrakhan oblast and told about seminars held this year in the region.

The 20th issue, on May 19, 2005 was dedicated to the 3rd Moscow city contest of social projects, and contained 2 articles:

- One, entitled “Business Qualities Plus Knowledge” tells about the history of the “Quality of Water Means Quality of Life” project, developed in school ? 1136.
- The second, entitled “Every Year We Are More Successful” gives an analysis of the content and technology of projects that were submitted for the 3rd Moscow city contest.

Issue 22, which contained six articles and was published on June 2nd, was completely dedicated to the Tomsk region and included the following articles:

- “We Managed to Solve the Problem” told about developing and implementing the “Renaissance of Mother Tongue” project.
- “Helping Nature, We Are Helping Ourselves” was dedicated to a project which helped to preserve a unique cedar park
- “No One but Us” told about students at the Molchanovo school who developed and implemented a park project.
- “The Heart Is Open to Good” was dedicated to a project that helped students to revive an interest to local history in the community and prompted them to improve streets and gardens.
- “Let’s Keep the Memory” was about implementing a project to establish a historical complex in Loskutovo village.

Two articles were included in the 24th issue published on June 16th:

- A large article called “Protecting Animals is a Common Matter” told about students of a Penza school and their work on that topic, which included cooperation with NGOs and local agencies.
- Another article, entitled “Being an Adult, Social Activity” discussed how participating students feel that they are full-fledged citizens with the responsibilities of an adult.

Finally, the 26th issue from June 30, 2005 contained 4 articles, including:

- “From Words to Business” was about a seminar held in Barnaul for teachers as well as for high school students.
- “We Are the Country’s Present and Future,” telling about social projects in Tver oblast.
- “Living, Being Alive” was about the large-scale project by Togliatti students, who managed to improve the territory of a former parking lot.

Management

CCE has provided ongoing technical assistance on both programmatic and management issues to the Civitas Foundation.

Management support provided by Pact this quarter consisted primarily of mentoring and guidance on effective project reporting – assisting in the development of a more detailed and results-oriented quarterly report delivered at the beginning of the last quarter. The Senior Program Officer and Finance Officer also met and communicated with CCE and Civitas staff to further refine the plan for Pact’s technical assistance trip, and that planning culminated in a visit by the Senior Program Manager and Finance Officer to Moscow. However, since the majority of the support provided took place in July, the bulk of those activities will be reported in the next quarterly report. June activities consisted of observance of the National Showcase by the Senior Program Manager and several days of preparatory and design work for the workshop that took place in July.

IV. Comparison of Planned vs. Actual Accomplishments

| Activities Planned for This Quarter | Timeline | Status |
|---|-------------------|--------------------------------|
| Assist in purchasing computers for contractees and regional offices | Apr 2005 | Completed |
| Continue placing materials on and maintain the www.civitas-russia.ru web-site | Apr 2005-Jan 2006 | Underway |
| Write Project Citizen Students Manual | Apr 2005 | Underway |
| Write student textbooks and teachers manuals | Apr– Sep 2005 | Underway |
| Publication of Civic Education Supplement for Utchitelskaya Gazeta | Apr 2005-Jan 2006 | Underway |
| Conduct Project Citizen trainings in selected regions | Apr 2005-Jan 2006 | Underway |
| Classroom implementation in selected regions | Apr 2005-Jan 2006 | (a) Completed (b) Postponed |
| Produce training and best practices documentary video on Project Citizen | Apr 2005 | Completed |
| Conduct Project Citizen national showcase | June 2005 | Completed |
| Russia site visits of CCE and PACT staff for technical assistance | June 2005 | Completed |

Write Project Citizen Students Manual

More time was needed to finish the Students' Manual since a consultant working on it was busy at her main place of work. She plans to finish it within the summer holidays.

Classroom implementation in selected regions

The first series of classroom implementation is over. The new series will start in the next school year beginning Sep. 2005

V. Activities Planned for Next Quarter

| Activities Planned for This Quarter | Timeline |
|--|-----------------------|
| Activity A . Conduct school-community meetings in participating regions | Aug. 2005 - Jan. 2006 |
| Activity B Continue placing materials on and maintain the www.civitas-russia.ru web-site | Apr. 2005 – Jan. 2006 |
| Activity C . Write and edit Project Citizen Students Manual | Apr. 2005 |
| Activity D . Write student textbooks and teachers manuals | Apr. – Sep. 2005 |
| Activity E Publication of Civic Education Supplement for Utchitelskaya Gazeta | Apr. 2005 – Jan. 2006 |
| Activity F Conduct Project Citizen trainings in selected regions | Apr. 2005 – Jan. 2006 |
| Activity G Classroom implementation in selected regions | Apr. 2005 – Jan. 2006 |
| Activity H Civitas staff and associates travel to the U.S. for planning meeting | Apr. 2005 |
| Activity I Conduct community service curriculum development and training seminar for higher education and teachers training institutes professors | Aug. 2005 |

VI. Success Stories/Lessons Learned

Influencing and changing local policies

Probably, the most notable success of this quarter was that during the National Showcase school students were able to demonstrate not only their learning, analytical, planning abilities, not only genuine interest in community life and volunteer participation in community improvement work but also their ability to influence and change local policies.

Twelve-year old students of Pisarevka, Bryansk Oblast were able to call and conduct a meeting of 600 inhabitants of their village to get their approval of students plan to clean up their village starting with a total repair and renovation of the bus stop. They have contacted local authorities who were in charge of road repairs and with the petition from them and their 600 neighbors they were able to achieve their goal, providing their volunteer help and keeping a new bus stop clean and free of vandalism.

Students from Penza were able to convince a local Youth Center to start “hyppotherapy” club for disabled children (since horse riding helps children with cerebral paralyses). They were able to get funding for that from local authorities, but they didn’t stop at that point. They went to the local government to introduce a new bus route that would bring disabled children directly to the Youth Center.

Students from Porosino, Tomsk Oblast were able to protect their local park from construction of garages by going to the local government with detailed reasoning that included public opinion

polls done by students on why that park should be protected. They were able to get a status of a “secured territory” for that cedar park.

Changing attitudes

Almost every project brings a story of a successful interaction between school students, local communities and local government. Another very important part of the success is change of values and attitudes. And not just among children.

A Penza student, when answering what participation in PC gave to them said that it helped them to change their attitude to disabled children. They do not feel themselves separate anymore and they know that to provide help is equally important to getting help. Another almost Biblical story coming from Penza is that a driver of the bus who was supposed to drive disabled students directly to the Youth Center initially resisted that because it took longer for him to drive and because disabled children needed special treatment which he wasn't used to providing. But after he became involved he changed his mind so that without being paid for the additional effort, he brought disabled children directly to their homes after their sessions at the Youth Center were over.

Participation

Another very important thing that students learn is that the likelihood of reaching their goals are much higher and they feel much greater satisfaction in the results when they volunteer their time and effort for the cause.

A group of students from Ivanovo were known as “delinquent youth” among their community. Three of them were excluded from school. But Project Citizen changed their lives. It proved that those kids could be responsible and caring young men. They planned to plant an alley of birches to pay a tribute to the WWII veterans who perished on battle fields. Not only did they get approval for their plan and design, as well as funding to buy trees, they also planted over 50 trees themselves. Now their community has a commemorative alley.

Governmental support

Three representatives of the Ministry of Education of Russia and the Federal Agency of Education participated in the National Showcase. The Ministry of Education and the Federal Agency of Education have been partners with Civitas@Russia in Project Citizen for a long time but this was the first time that the Russian Federal Government was represented by high-level officials. Namely I.I. Melnichenko, the Deputy Head of Youth Department at the Federal Education Agency, acted as the Deputy Chair of the showcase's organizing committee, and V.A. Berezina, the Deputy Head of the Department of State Youth Policy, Upbringing and Social Protection at the Russian Ministry of Education and Science participated, as well. Valentina Berezina supported the idea of a Russian National Youth Movement based on Project Citizen. It was also very important that both V. Berezina and Igor Melnichenko noted a genuine spirit of partnership between Russia and U.S. that was made possible with the help of USAID.